DOCUMENT RESUME

ED 279 420 PS 016 372

TITLE Mississippi Kindergarten Curriculum Skills.
INSTITUTION Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.
PUB DATE Jan 87
NOTE 25p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Basic Skills; *Elementary School Curriculum; *Kindergarten; Primary Education; *State Programs
IDENTIFIERS *Mississippi

ABSTRACT

Skills are listed that are to be introduced at the kindergarten level in Mississippi's schools. The list includes skills in the following areas: reading, English/language arts, accelerated English, mathematics, art, computer education, foreign language, health, physical education, music, oral communication, science, and social studies. Skills to be mastered at the kindergarten level are marked with an X. Those so marked are additionally coded with a C if they are core skills and with an * if they are Basic Skills Assessment Program items. If no code precedes the listed skill, its inclusion in teachers' kindergarten instructional management plan is optional. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED279420

PS 016372

MISSISSIPPI

KINDERGARTEN CURRICULUM

SKILLS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John Barlow

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREPARED AND DISTRIBUTED BY -

BUREAU OF SCHOOL IMPROVEMENT
STATE DEPARTMENT OF EDUCATION
JACKSON, MISSISSIPPI

JANUARY 1987

BEST COPY AVAILABLE

TABLE OF CONTENTS

INTRODUCTION	vii
READING	1
Oral Language Skills	1
Auditory Skills	1
Visual Skills	1
Vocabulary Skills	1
Word Recognition Skills	2
Study Skills	2
Appreciation Skills	2
ENGLISH/LANGUAGE ARTS	3
Handwriting	3
Spelling	3
Literature	4
Composition/Grammar	4
ACCELERATED ENGLISH	5
Literature	5
MATHEMATICS	6
Numeration and Number Theory	6
Whole Numbers	6
Fractions and Mixed Numbers	6
Money, Time, and Measurement	6
Problem Solving	7
Geometry	7
Intergers, Graphing, Graphs, Tables, and Charts	7
ART	8
COMPUTER EDUCATION	9
FOREIGN LANGUAGE	10
HEALTH	11
PHYSICAL EDUCATION	12
Basic Movement	12
Low Organizational and Lead-up Games	12
Sports	12
Gymnastics	13
Health Related Fitness	13
MUSIC	14
Rhythm	14
Melody	14
Form	14
Expressive Qualities	14
Performance	14

ORAL COMMUNICATION 15
Speaking Skills 15
Listerning Skills 15
Human Relation Skills 15

SCIENCE 17
Life Science Skills 17
Physical Science Skills 17
Earth-Space Science Skills 17

SOCIAL STUDIES 18

INTRODUCTION

The skills in this publication are taken from the Mississippi Curriculum Structure. All of these skills are introduced at the kindergarten level. Those that are to be mastered at the kindergarten level are marked with "X". In addition, these mastery skills are coded with "C" if they are core skills and with "*" if they are Basic Skills Assessment Program Items. If no code preceeds the skill, its inclusion in the kindergarten instructional management plan is optional. The core skills are to be mastered at the kindergarten level, but will be formally assessed for the first time at grade 3. Consequently, the kindergarten teacher must maintain a record of pupil performance indicating the extent to which a kindergarten child masters core skills as required by The Requirements of the Commission on School Accreditation, Bulletin 171, Standard 21 and the 1986 Instructional Management Law. This record becomes a part of the students cumulative record. The content of this record should be reported to the parents as stated in Bulletin 171, Standard 21. If core skills are not mastered at the kindergarten level, consideration must be given to retaining the child in the kindergarten program as required in Bulletin 171, Standards 1, 2, 3, 4, 6 and 21.

SKILLS FOR READING
INTRODUCED AT THE KINDERGARTEN LEVEL

ORAL LANGUAGE SKILLS

Name objects
Classify objects
Speak in simple complete sentences
Express ideas about objects, experiences, pictures
Supply missing words in a sentence
Supply missing phrases in a sentences
Organize a sequence of pictures to tell a story
Tell a story without the aid of pictures
Dictate a language experience story
Relate story events to personal experience

AUDITORY SKILLS

X Identify common environmental sounds
X Classify sounds
Discriminate between rhyming and non-rhyming words
Identify initial consonant sounds
Identify final consonant sounds
Substitute initial consonant sounds (man-can, etc.) to form new words
Match consonant sounds
Follow oral directions

VISUAL SKILLS

X Recognize, match, and discriminate colors
X Recognize likenesses and differences
X Identify own name in print
X Demonstrate left-right progression
Recognize and discrimination letter forms
Recognize lower case letters
Recognize upper case letters
Match upper and lower case letters
X Recognize spatial position
Reproduce visual patterns
X Recall a series of objects

VOCABULARY SKILLS

Recognize antonyms and synonyms in Pictures

WORD RECOGNITION SKILLS

Use picture clues
Recognize sight words and phrases from language experience stories and interactions within the school environment
Initial consonants

Comprehension Skills
Determine sequence in oral materials
Identify cause/effect - Explicit
Predict probable outcomes
Retell story materials
Distinguish reality/fantasy

STUDY SKILLS

Interpret maps, charts, graphs, and tables

APPRECIATION SKILLS

X Use visual imagery

SKILLS FOR ENGLISH/LANGUAGE ARTS
INTRODUCED AT THE KINDERGARTEN LEVEL

HANDWRITING

Develops fine motor skills:
- Coloring
- Painting
- Cutting
- Pasting
- Stringing
- Lacing
- Works puzzles
- Block construction
- Copying basic shapes/patterns using manipulative materials

Develops sense of direction:
- Up, down
- Left, right
- In, out
- Beside, between
- Above, below
- Top, bottom
- In front of, behind
- Inside, outside

Develops visual memory:
- Locates objects in environment which represent basic shapes
- Recognizes printed images and shapes

Develops eye/hand coordination:
- Traces:
  - Straight lines
  - Curved lines
  - Slanted lines
- Draws:
  - Straight lines
  - Curved lines
  - Slanted lines
- Copies basic shapes
- Draws basic shapes
- Follows patterns

Develops manuscript skills:
- Traces letters
- Copies letters
- Reproduces letters that are recognized

Reproduces all lower and upper case letters

Produces manuscript letter from memory:
- Lower case letters
- Upper case letters

Writes manuscripts:
- With neatness
- With legibility

SPELLING

Recognizes that letters and symbols represent sounds
Recognizes rhyming
Recognizes beginning consonant sound
Spells first and last name
Associates consonant symbols with their sounds

LITERATURE

Sound devices:
- Defines and identifies rhyme

Poetry:
- Identifies elements of poetry

COMPOSITION/GRAMMAR

Capitalization
- Orally names kinds of words (towns, people's names) that begin with capitals

Parts of Speech - Nouns
- Names simple objects
- X Names family members
- X Gives titles of community workers
- Sorts pictures by category names (e.g. farm-zoo animals, fruit-vegetables)
- Names the speaker (subject) when listening to sentences

Parts of Speech - Verbs
- Names verbs for a large variety of situations (e.g. cooking, building, playing)
- Names the word showing action when listening to sentences

Parts of Speech - Pronouns
- Uses pronouns correctly while speaking

Substitutes, orally, pronouns in place of nouns
(boy-he, girl-she, people-they)

Parts of Speech - Adjectives
Names descriptive words for large variety of situations
Selects descriptive words in sentences orally
Sorts pictures by descriptive words

Parts of Speech - Adverbs
Provides oral answers for how, when, where, why, and what questions
Asks questions using how, when, where, why, and what
Uses body to show positions indicated in prepositional phrases

Parts of Speech - Prepositions
X Uses body to show positions indicated in prepositional phrases
X Places objects to show positions indicated in prepositional phrases

Usage
Oral Skills
Recognizes complete/incomplete sentences
Adds to incomplete to make them complete
Retells familiar story using complete sentences (without dramatization)
Adds words to expand sentences
Adds phrases to expand sentences

Word and sentence building
Oral skills
Supplies missing words in sentences
Supplies missing phrases in sentences
Identifies "asking" sentences
Identifies "telling" sentences
Tells creative stories using pictures as stimuli
Arranges four pictures in sequential order for an activity (e.g. cooking, dressing)
Arranges four pictures in sequential order for a story
Speaks in simple complete sentences
Dictates original stories or experiences

SKILLS FOR ACCELERATED ENGLISH INTRODUCED AT THE KINDERGARTEN LEVEL

LITERATURE

Poetry
Identifies elements of poetry

SKILLS FOR MATHEMATICS
INTRODUCED AT THE KINDERGARTEN LEVEL

NUMERATION AND NUMBER THEORY

Identify basic operation signs
C *X Identify numerals 1 to 9
Identify numerals 0 to 99
C X Identify the meaning of numbers 1 to 9
Read numerals up through five-digit numerals
Read and write numerals through 1,000,000
X Identify cardinal number to indicate how many objects are in a given set (1 to 9)
C X Identify ordinal number to indicate which one is first, second, third
X Classify objects by one property (size, shape, color, use)
Classify objects by two properties (color, size, shape, use)
C X Match sets of equal value by using one-to-one correspondence
Count 0 to 50 objects using correct number names
C X Reproduce a given pattern either visually, auditorally, or physically
Extend visual, auditory, and/or physical pattern
X Order three objects (smallest to largest, shortest to tallest)
Order 9 objects (smallest to largest, shortest to tallest)
X Compare two objects by one property (taller and shorter, bigger and smaller, heavier and lighter)

WHOLE NUMBERS

Subtraction
Separate 1 to 10 elements from a given set no larger than 10 and indicate the number of remaining elements
Subtract one-digit numbers
Indicate instant recall for the basic subtraction facts with minuends no larger than 10

FRACTIONS AND MIXED NUMBERS

C *X Identify a shape that is divided into half from a group of divided shapes

MONEY, TIME, AND MEASUREMENT

Identify a penny, nickel, and dime from a set of coins or pictured sets of coins
X Name the days of the week
Identify the value of a group of pennies, a group of nickels, or a group of dimes

PROBLEM SOLVING

X Solve simple verbal word problems with the use of manipulatives

GEOMETRY

X Identify a circle, square, and triangle from a given group of shapes
X Identify the location of an object by using the terms: over, under, inside, outside
Identify the location of an object by using the terms: left, right, above, below, in, out

INTERGERS, GRAPHING, GRAPHS, TABLES, AND CHARTS

Indicate the number of objects represented in a given picture graph

SKILLS FOR ART
INTRODUCED AT THE KINDERGARTEN LEVEL

Produce drawings to create recognizable images
Compose an idea through montage or collage techniques (cutting, tearing, or pasting)
Produce a three-dimensional object from plastic materials (i.e., modeling clay or paper)
Discuss works of art based on predetermined teacher-made criteria
Use imagination and/or flexibility within the creative process toward self-expression in a work of art
Utilize materials, tools, equipment, and facilities in a proper manner

SKILLS FOR COMPUTER EDUCATION INTRODUCED AT THE KINDERGARTEN LEVEL

Computer Applications in Our Society

- Describe familiar uses in our daily lives
- Discuss the impact of computers on everyday life - present and future

What is A Computer and How Does It Work (Terminology, Equipment, and Functions)

- Identify computer equipment (i.e., keyboard, monitor, disk drive, printer)
- Use appropriate computer terminology
- Develop correct keyboarding skills as appropriate at each grade level
- Identify and use letters, numbers and special keys on a keyboard

Appropriate Use and Care of Computer Hardware and Software

- Demonstrate proper care and user responsibility for operating a computer and its periphals (disk drive, monitor, printer)
- Demonstrate proper care of diskettes
- Use prepared drill and practice programs to reinforce social studies, science, math, language art skills, reading, etc.
- Demonstrate use of prepared tutorials for basic instructions in social studies, science, math, language art, reading, etc.
- Use prepared drill and practice, simulations, and tutorial programs

Problem Solving Strategies and Beginning Programming

- Execute a procedure for solving a specific problem (i.e., following directions, decision making, and variables)
- Explain that we communicate with a computer through special languages and software
- Demonstrate programming skills using Logo (simple geometric figures: square, triangle, etc.)
- History and Development of Computers
- Identify and describe important precomputer aids to calculation (i.e. counting with fingers and toes, pebbles and stones, base 10 numeration system, and counting with the abacus)

SKILLS FOR FOREIGN LANGUAGE INTRODUCED AT THE KINDERGARTEN LEVEL

Listening

X Ability to distinguish foreign sounds and rhythms from English

Speaking

X Limited use of spoken foreign language in such activities as songs and games

Culture

X Appreciation of language and cultural differences

SKILLS FOR HEALTH
INTRODUCED AT THE KINDERGARTEN LEVEL

Demonstrate health practices
Dress Appropriately for all types of weather
Recognize the importance of individuals who care for others and aid in preventing illness
Participate as a member of a group
Demonstrate a positive self image
Demonstrate individual responsibility
Identify family members and their responsibilities
Recognize that all living things need food
Recognize the necessity for practicing sanitary measures in handling food
Practice appropriate eating habits
Select wholesome snacks
Develop and practice health habits related to personal hygiene and grooming
Identify and locate parts of the body
Recognize and demonstrate bus safety practices
Demonstrate safe use of school equipment
Keep foreign objects out of eyes, ears, nose and mouth
Demonstrate safe practices during emergency evacuation procedures
Identify the five senses and their functions
Practice pedestrian safety
Exhibit good grooming practices and personal hygiene
Demonstrate and explain good dental health practices
Demonstrate and explain appropriate eye and ear care

SKILL FOR PHYSICAL EDUCATION
INTRODUCED AT THE KINDERGARTEN LEVEL

BASIC MOVEMENT

Locomotor Skills (walk; run; hop; skip; jump; slide; gallop; movement patterns using combinations of basic locomotor skills)
Non-locomotor Skills (bend; stretch; swing/sway; twist; turn; push; pull)
Manipulative Skills (combination of locomotor, non-locomotor, manipulative)

Perceptual Motor Skills

- Body awareness (body parts, body movement capabilities)
- Balance (static, dynamic)
- Laterality (leftness/rightness)
- Kinesthetic awareness (space, directions, level, force)

Quality of Body Movement

- In time (fast, slow, accelerating, decelerating)
- With force (strong-weak, heavy-light, relaxed, created-absorbed)
- In space (direct, flexible)
- Relationship

LOW ORGANIZATIONAL AND LEAD-UP GAMES

Sportsmanship
- Acceptance of authoritative decision

Safety Rules
- Plays by rules

SPORTS

Sports Skills
- Catching
- Throwing
- Striking
- Kicking

Sportsmanship
- Acceptance of authoritative decisions

GYMNASTICS

Gymnastic Skills
- Rolls

Knowledge of:
- Safety factors and practices

HEALTH RELATED FITNESS

Fitness Related Skills
- Aerobic activities
- Flexibility exercises
- Muscular strength and endurance exercises

Knowledge of:
Health fitness components
- Cardiovascular efficiency

Appreciations
- Awareness of proper health fitness habits

AQUATICS

Basic Aquatics Skills
- Float

Strokes
- Crawl - front
- Crawl - back

Dives
- Side of pool

Knowledge of:
- Safety rules

SKILLS FOR MUSIC
INTRODUCED AT THE KINDERGARTEN LEVEL

RHYTHM

Beat

- Respond to a basic beat
- Show appropriate bodily response to music
- Tap melodic rhythm
- Stress strong beats within a measure

Patterns

- Repeated same/different

MELODY

Contour

- Contour - up/down, high/low, same

Pitch

- Repeated patterns and tones
- High sounds and low sounds

FORM

Repetition and Contrast

- Same/different

EXPRESSIVE QUALITIES

Tempo

- Fast/slow

PERFORMANCE

- Sing in tune with good tone quality
- Sing a variety of compositions
- Utilize instruments and movement in performance

SKILLS FOR ORAL COMMUNICATION INTRODUCED AT THE KINDERGARTEN LEVEL

SPEAKING SKILLS

- Tell a story
- Give opinions (viewpoint)
- Elaborate feelings (expression of emotions)
- Give directions
- Use the telphone
- Provide appropriate feedback
- Ask and answer questions effectively

- Speak clearly:
  - Using standard diction and grammar
  - Expressing though appropriately
  - Using correct pronunciation
  - Using proper volume
  - Using appropriate rate

- Use nonverbal cues that emphasize meaning:
  - Facial expressions
  - Gestures
  - Vocalic (tone of voice)

LISTENING SKILLS

- Follow directions
- Identify and respond to vocalic expressions
- Detect direction of sound
- Participate in verbal play: chants, rhymes, jingles, and slogans
- Summarize main ideas
- Follow sequence of ideas
- Respond to information and persuasion of others
- Take simple telephone message
- Accept compliments and criticism gracefully

HUMAN RELATION SKILLS

- Perform social rituals
- Describe differences of opinion
- Describe another's viewpoint
- Express feelings to others
- Build and maintain relationships
- Resolve conflicts
- Gain and maintain the attention of adults in socially acceptable ways
- Express both affection and hostility to adults
- Ask for help when needed from an adult

Display control in peer related activities or follow the lead of others
Express both affection and hostility to peers and collaborate when appropriate
Display pride in own accomplishments
Praise and develop self respect
Appreciate abilities of others
Express the desire to grow up by adult role-playing behaviors

LIFE SCIENCE SKILLS

C X Classify objects as living or non-living according to their characteristics
C X Classify animals as pets, farm or zoo animals
C X Identify the poison symbol (Mr. Yuk)
C X Identify at least three animals that live in water and at least three animals that live on land
Identify various parts of his/her own body
Arrange the pictures of a butterfly's lifecycle in sequence: egg, larva, pupa, adult
Classify foods into the basic food groups
Understand proper care of the teeth
Identify the parts of a seed
Describe similarities and differences of plans and animals
Define terms related to living organisms (i.e., grow, eat, breathe, reproduce, die, excrete)

PHYSICAL SCIENCE SKILLS

C X Match the senses of hearing, smell, taste, sight, and touch with their sensory receptors
Identify objects/substances by using the five senses
C X Classify on the basis of observation, objects as to those that sink, and those that float
C X Identify colors of objects
Use a clock to state the time of day (hours and minutes)
Arrange objects in order from smallest to largest
Distinguish between objects made of one material and those made of more than one material (mistures)
Determine the mass of various objects on a balance
Describe through observation the characteristics of the three states of matter of substances
Observe that objects change size when their temperatures change
Demonstrate that a mixture can be separate by physical means

EARTH-SPACE SCIENCE SKILLS

Observe, record and describe weather differences in the various seasons
Classify objects according to their sizes, positions, and motion with respect to the observer (e.g. large-small, high-low, near-far, above-below, right-left, before-behind, fast-slow, around)
Recognize the sun as a major source of energy
Define terms related to weather
Demonstrate safe and appropriate uses of microscopes or hand lens (magnifying glass)

SKILLS AND CONCEPTS FOR SOCIAL STUDIES INTRODUCED AT THE KINDERGARTEN LEVEL

Elementary Social Studies

Myself

- Recognize the 5 senses
- Recognize basic human emotions, of anger, happiness and unhappiness

My family

C X — Name the members of one's family
X — Describe the basic home chores of each family member
- Recognize that family members are dependent on each other

My environment

C X — Name teacher and principal
C X — Name the school attended
C X — Tell home address
C X — Tell home phone number

Individual worth, dignity, and responsibility

- Distinguish between right and wrong behavior
- Describe how obeying school rules helps all the students

Social interdependence

- Name some community social activities such as ballgames, church, YMCA, etc.

Economic interdependence

X — Name several businesses that a family depends on such as grocer, dry cleaner, service station attendant
- Describe interdependence

Relationships of individuals and groups to neighborhoods

Interdependence

- Tell how people work together
- Discuss how members of a family can disagree and remain compatible
- State ways people work together to obtain basic needs

Communication

- State several methods of communication such as television, telephone, radio, newspaper, etc.
- Describe changes in communication systems during the past century

Transportation

Name several methods of transportation such as airplanes, automobiles, and ships

Tell how transportation methods have helped change American life

Cultural development

Individual and groups in a global setting

Define culture

Recognize ways in which people have learned from each other

Geographic information

Individuals and groups in a global setting

Know geographical location of community relative to state and nation

Describe the physical features of one's community

Use basic map skills (globes, maps, oceans, continents, and major directions)

Economic development

Individuals and groups in a global setting

Describe ways your community satisfies needs for food, clothing, and shelter

Recognize basic work opportunities in your community which are derived from the use of natural resources

Events and people from the past which help one develop an understanding of current world situations

Recognize how the environment determines or influences how people make a living

Explain how skills needed by workers have changed

Political development

Interdependence at local, state, national and international levels

Identify citizens' responsibility to the community, state, and nation

Know consequences of violating laws of the community, state, and nation

Emphasize the diversity of the United States as a nation

Geography
Interpret maps, globes, charts, and graphs

Ethnicity
State all Americans share certain beliefts, including the idea that all individuals have worth and dignity

Important individuals and groups who have contributed to the past and present development of the U. S.

Political developments and individuals
Explain that Americans believe in freedom of speech, religion, and press

Emphasize selected peoples and cultures of Canada and Latin America

Geographical regions
Define import and export